

LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS

INDEX TO VOLUME 35, 2004

Author Index	383
Subject Index	384
Title Index	387

AUTHOR INDEX

Anderson, K. L., & Goldstein, H. Speech perception benefits of FM and infrared devices to children with hearing aids in a typical classroom. 35(2), 169–184.

Bahr, R. H. Epilogue: Childhood voice disorders: A glance back and charge ahead. 35(4), 373–374.

Baker, S. *See* Sapienza et al. Laryngeal structure and function in the pediatric larynx: Clinical applications. 35(4), 299–307.

Brinton, B., Robinson, L. A., & Fujiki, M. Description of a program for social language intervention: "If you can have a conversation, you can have a relationship." 35(3), 283–290.

Bunta, F. *See* Ingram et al. Digital data collection and analysis: Application for clinical practice. 35(2), 112–121.

Craig, H. K. *See* Thompson et al. Variable production of African American English across oracy and literacy contexts. 35(3), 269–282.

Craig, H. K., Thompson, C. A., Washington, J. A., & Potter, S. L. Performance of elementary-grade African American students on the Gray Oral Reading Tests. 35(2), 141–154.

Currenton, S. M., & Justice, L. M. African American and Caucasian preschoolers' use of decontextualized language: Literate language features in oral narratives. 35(3), 240–253.

Dworkin, J. P., Marunick, M. T., & Krouse, J. H. Velopharyngeal dysfunction: Speech characteristics, variable etiologies, evaluation techniques, and differential treatments. 35(4), 333–352.

Ezell, H. K. *See* Justice & Ezell. Print referencing: An emergent literacy enhancement strategy and its clinical applications. 35(2), 185–193.

Fabiano, L. *See* Goldstein et al. Spontaneous and imitated productions in Spanish-speaking children with phonological disorders. 35(1), 5–15.

Fiestas, C. E., & Peña, E. D. Narrative discourse in bilingual children: Language and task effects. 35(2), 155–168.

Freebairn, L. A. *See* Lewis et al. School-age follow-up of children with childhood apraxia of speech. 35(2), 122–140.

Fujiki, M. *See* Brinton et al. Description of a program for social language intervention: "If you can have a conversation, you can have a relationship." 35(3), 283–290.

Girolametto, L., Weitzman, E., & Greenberg, J. The effects of verbal support strategies on small-group peer interactions. 35(3), 254–268.

Glaze, L. *See* Lee et al. Quick Screen for Voice and supplementary documents for identifying pediatric voice disorders. 35(4), 308–319.

Goldstein, B., Fabiano, L., & Iglesias, A. Spontaneous and imitated productions in Spanish-speaking children with phonological disorders. 35(1), 5–15.

Goldstein, H. *See* Anderson & Goldstein. Speech perception benefits of FM and infrared devices to children with hearing aids in a typical classroom. 35(2), 169–184.

Greenberg, J. *See* Girolametto et al. The effects of verbal support strategies on small-group peer interactions. 35(3), 254–268.

Hall, N. E. Lexical development and retrieval in treating children who stutter. 35(1), 57–69.

Hansen, A. J. *See* Lewis et al. School-age follow-up of children with childhood apraxia of speech. 35(2), 122–140.

Hellerich, S. *See* Sanger et al. Speech-language pathologists' opinions on communication disorders and violence. 35(1), 16–29.

Hooper, C. R. Treatment of voice disorders in children. 35(4), 320–326.

Iglesias, A. *See* Goldstein et al. Spontaneous and imitated productions in Spanish-speaking children with phonological disorders. 35(1), 5–15.

Ingram, D. *See* Ingram et al. Digital data collection and analysis: Application for clinical practice. 35(2), 112–121.

Ingram, K., Bunta, F., & Ingram, D. Digital data collection and analysis: Application for clinical practice. 35(2), 112–121.

Iyengar, S. K. *See* Lewis et al. School-age follow-up of children with childhood apraxia of speech. 35(2), 122–140.

Johnson, B. W. *See* Watkins & Johnson. Language abilities in children who stutter: Toward improved research and clinical applications. 35(1), 82–89.

Justice, L. M. *See* Currenton & Justice. African American and Caucasian preschoolers' use of decontextualized language: Literate language features in oral narratives. 35(3), 240–253.

Justice, L. M., & Ezell, H. K. Print referencing: An emergent literacy enhancement strategy and its clinical applications. 35(2), 185–193.

Justice, L. M., & Kaderavek, J. N. Embedded-explicit emergent literacy intervention I: Background and description of approach. 35(3), 201–211.

Justice, L. M., & Kaderavek, J. N. Embedded-explicit emergent literacy intervention II: Goal selection and implementation in the early childhood classroom. 35(3), 212–228.

Kaderavek, J. N. *See* Justice & Kaderavek. Embedded-explicit emergent literacy intervention I: Background and description of approach. 35(3), 201–211.

Kaderavek, J. N. *See* Justice & Kaderavek. Embedded-explicit emergent literacy intervention II: Goal selection and implementation in the early childhood classroom. 35(3), 212–228.

Kamhi, A. G. A meme's eye view of speech-language pathology. 35(2), 105–111.

Kelchner, L. N. *See* Lee et al. Quick Screen for Voice and supplementary documents for identifying pediatric voice disorders. 35(4), 308–319.

- Krouse, J. H. *See* Dworkin et al.
 Velopharyngeal dysfunction: Speech characteristics, variable etiologies, evaluation techniques, and differential treatments. 35(4), 333–352.
- Leahy, M. M. Therapy talk: Analyzing therapeutic discourse. 35(1), 70–81.
- Lee, L., Stemple, J. C., Glaze, L., & Kelchner, L. N. Quick Screen for Voice and supplementary documents for identifying pediatric voice disorders. 35(4), 308–319.
- Lewis, B. A., Freebairn, L. A., Hansen, A. J., Iyengar, S. K., & Taylor, H. G. School-age follow-up of children with childhood apraxia of speech. 35(2), 122–140.
- Marunick, M. T. *See* Dworkin et al.
 Velopharyngeal dysfunction: Speech characteristics, variable etiologies, evaluation techniques, and differential treatments. 35(4), 333–352.
- McFarlane, S. C. *See* Von Berg & McFarlane. Prologue: Childhood voice disorders: Tell me something I don't know. 35(4), 297–298.
- Montgomery, J. *See* Sanger et al. Speech-language pathologists' opinions on communication disorders and violence. 35(1), 16–29.
- Moore-Brown, B. J. *See* Sanger et al.
 Speech-language pathologists' opinions on communication disorders and violence. 35(1), 16–29.
- Peña, E. D. *See* Fiestas & Peña. Narrative discourse in bilingual children: Language and task effects. 35(2), 155–168.
- Potter, S. L. *See* Craig et al. Performance of elementary-grade African American students on the Gray Oral Reading Tests. 35(2), 141–154.
- Ratner, N. B. Caregiver-child interactions and their impact on children's fluency: Implications for treatment. 35(1), 46–56.
- Robinson, L. A. *See* Brinton et al. Description of a program for social language intervention: "If you can have a conversation, you can have a relationship." 35(3), 283–290.
- Ruddy, B. H. *See* Sapienza et al. Laryngeal structure and function in the pediatric larynx: Clinical applications. 35(4), 299–307.
- Ruddy, B. H., & Sapienza, C. M. Treating voice disorders in the school-based setting: Working within the framework of IDEA. 35(4), 327–332.
- Sandage, M. J., & Zelazny, S. K. Paradoxical vocal fold motion in children and adolescents. 35(4), 353–362.
- Sanger, D., Moore-Brown, B. J., Montgomery, J., & Hellerich, S. Speech-language pathologists' opinions on communication disorders and violence. 35(1), 16–29.
- Sapienza, C. M. *See* Ruddy & Sapienza.
 Treating voice disorders in the school-based setting: Working within the framework of IDEA. 35(4), 327–332.
- Sapienza, C. M., Ruddy, B. H., & Baker, S. Laryngeal structure and function in the pediatric larynx: Clinical applications. 35(4), 299–307.
- Segers, E., & Verhoeven, L. Computer-supported phonological awareness intervention for kindergarten children with specific language impairment. 35(3), 229–239.
- Stemple, J. C. *See* Lee et al. Quick Screen for Voice and supplementary documents for identifying pediatric voice disorders. 35(4), 308–319.
- Taylor, H. G. *See* Lewis et al. School-age follow-up of children with childhood apraxia of speech. 35(2), 122–140.
- Thompson, C. A. *See* Craig et al. Performance of elementary-grade African American students on the Gray Oral Reading Tests. 35(2), 141–154.
- Thompson, C. A., Craig, H. K., & Washington, J. A. Variable production of African American English across oracy and literacy contexts. 35(3), 269–282.
- Verhoeven, L. *See* Segers & Verhoeven. Computer-supported phonological awareness intervention for kindergarten children with specific language impairment. 35(3), 229–239.
- Von Berg, S., & McFarlane, S. C. Prologue: Childhood voice disorders: Tell me something I don't know. 35(4), 297–298.
- Washington, J. A. *See* Craig et al. Performance of elementary-grade African American students on the Gray Oral Reading Tests. 35(2), 141–154.
- Washington, J. A. *See* Thompson et al. Variable production of African American English across oracy and literacy contexts. 35(3), 269–282.
- Watkins, R. V., & Johnson, B. W. Language abilities in children who stutter: Toward improved research and clinical applications. 35(1), 82–89.
- Weiss, A. L. Epilogue: What child language research may contribute to the understanding and treatment of stuttering. 35(1), 90–92.
- Weiss, A. L. Prologue: What child language research may contribute to the understanding and treatment of stuttering. 35(1), 30–33.
- Weiss, A. L. Why we should consider pragmatics when planning treatment for children who stutter. 35(1), 34–45.
- Weitzman, E. *See* Girolametto et al. The effects of verbal support strategies on small-group peer interactions. 35(3), 254–268.
- Woodnorth, G. H. Assessing and managing medically fragile children: Tracheostomy and ventilatory support. 35(4), 363–372.
- Zelazny, S. K. *See* Sandage & Zelazny. Paradoxical vocal fold motion in children and adolescents. 35(4), 353–362.

SUBJECT INDEX

HEARING

NATURE OF HEARING AND ITS DISORDERS

Hearing Loss and Deafness

Speech perception benefits of FM and infrared devices to children with hearing aids in a typical classroom. Anderson, K. L., & Goldstein, H. 35(2), 169–184.

Effects of Noise and Issues in Hearing Conservation

Speech perception benefits of FM and infrared devices to children with hearing aids in a typical classroom. Anderson, K. L., & Goldstein, H. 35(2), 169–184.

INTERVENTION

Habilitation, Rehabilitation, and Education

Computer-supported phonological awareness intervention for kindergarten children with specific language impairment. Segers, E., & Verhoeven, L. 35(3), 229–239.

Treatment of voice disorders in children. Hooper, C. R. 35(4), 320–326.

LANGUAGE

NATURE OF NORMAL LANGUAGE

Language Development

African American and Caucasian preschoolers' use of decontextualized language: Literate language features in oral narratives. Curenton, S. M., & Justice, L. M. 35(3), 240–253.

Caregiver-child interactions and their impact on children's fluency: Implications for treatment. Ratner, N. B. 35(1), 46–56.

The effects of verbal support strategies on small-group peer interactions. Girolametto, L., Weitzman, E., & Greenberg, J. 35(3), 254–268.

Embedded-explicit emergent literacy intervention II: Goal selection and implementation in the early childhood classroom. Justice, L. M., & Kaderavek, J. N. 35(3), 212–228.

Epilogue: What child language research may contribute to the understanding and treatment of stuttering. Weiss, A. L. 35(1), 90–92.

Language abilities in children who stutter: Toward improved research and clinical applications. Watkins, R. V., & Johnson, B. W. 35(1), 82–89.

Narrative discourse in bilingual children: Language and task effects. Fiestas, C. E., & Peña, E. D. 35(2), 155–168.

Prologue: What child language research may contribute to the understanding and treatment of stuttering. Weiss, A. L. 35(1), 30–33.

School-age follow-up of children with childhood apraxia of speech. Lewis, B. A., Freebairn, L. A., Hansen, A. J., Iyengar, S. K., & Taylor, H. G. 35(2), 122–140.

Language Differences and Different Languages

Narrative discourse in bilingual children: Language and task effects. Fiestas, C. E., & Peña, E. D. 35(2), 155–168.

Performance of elementary-grade African American students on the Gray Oral Reading Tests. Craig, H. K., Thompson, C. A., Washington, J. A., & Potter, S. L. 35(2), 141–154.

Variable production of African American English across oracy and literacy contexts. Thompson, C. A., Craig, H. K., & Washington, J. A. 35(3), 269–282.

Emergent Literacy

Embedded-explicit emergent literacy intervention I: Background and description of approach. Justice, L. M., & Kaderavek, J. N. 35(3), 201–211.

Embedded-explicit emergent literacy intervention II: Goal selection and implementation in the early childhood classroom. Justice, L. M., & Kaderavek, J. N. 35(3), 212–228.

Print referencing: An emergent literacy enhancement strategy and its clinical applications. Justice, L. M., & Ezell, H. K. 35(2), 185–193.

LANGUAGE DISORDERS

Language Disorders in Children

Description of a program for social language intervention: "If you can have a conversation, you can have a relationship." Brinton, B., Robinson, L. A., & Fujiki, M. 35(3), 283–290.

Embedded-explicit emergent literacy intervention I: Background and description of approach. Justice, L. M., & Kaderavek, J. N. 35(3), 201–211.

A meme's eye view of speech-language pathology. Kamhi, A. G. 35(2), 105–111.

Print referencing: An emergent literacy enhancement strategy and its clinical applications. Justice, L. M., & Ezell, H. K. 35(2), 185–193.

School-age follow-up of children with childhood apraxia of speech. Lewis, B. A., Freebairn, L. A., Hansen, A. J., Iyengar, S. K., & Taylor, H. G. 35(2), 122–140.

Learning Disabilities

Computer-supported phonological awareness intervention for kindergarten children with specific language impairment. Segers, E., & Verhoeven, L. 35(3), 229–239.

School-age follow-up of children with childhood apraxia of speech. Lewis, B. A., Freebairn, L. A., Hansen, A. J., Iyengar, S. K., & Taylor, H. G. 35(2), 122–140.

ASSESSMENT AND INTERVENTION

Assessment

Narrative discourse in bilingual children: Language and task effects. Fiestas, C. E., & Peña, E. D. 35(2), 155–168.

Performance of elementary-grade African American students on the Gray Oral Reading Tests. Craig, H. K., Thompson, C. A., Washington, J. A., & Potter, S. L. 35(2), 141–154.

Speech-language pathologists' opinions on communication disorders and violence. Sanger, D., Moore-Brown, B. J., Montgomery, J., & Hellerich, S. 35(1), 16–29.

Intervention

Description of a program for social language intervention: "If you can have a conversation, you can have a relationship." Brinton, B., Robinson, L. A., & Fujiki, M. 35(3), 283–290.

The effects of verbal support strategies on small-group peer interactions. Girolametto, L., Weitzman, E., & Greenberg, J. 35(3), 254–268.

Embedded-explicit emergent literacy intervention I: Background and description of approach. Justice, L. M., & Kaderavek, J. N. 35(3), 201–211.

Embedded-explicit emergent literacy intervention II: Goal selection and implementation in the early childhood classroom. Justice, L. M., & Kaderavek, J. N. 35(3), 212–228.

Epilogue: What child language research may contribute to the understanding and treatment of stuttering. Weiss, A. L. 35(1), 90–92.

Print referencing: An emergent literacy enhancement strategy and its clinical applications. Justice, L. M., & Ezell, H. K. 35(2), 185–193.

Prologue: What child language research may contribute to the understanding and treatment of stuttering. Weiss, A. L. 35(1), 30–33.

Speech-language pathologists' opinions on communication disorders and violence. Sanger, D., Moore-Brown, B. J., Montgomery, J., & Hellerich, S. 35(1), 16–29.

Discourse Analysis

Therapy talk: Analyzing therapeutic discourse. Leahy, M. M. 35(1), 70–81.

SPEECH

NATURE OF NORMAL SPEECH

Development of Speech and Voice

Laryngeal structure and function in the pediatric larynx: Clinical applications. Sapienza, C. M., Ruddy, B. H., & Baker, S. 35(4), 299–307.

Quick Screen for Voice and supplementary documents for identifying pediatric voice disorders. Lee, L., Stemple, J. C., Glaze, L., & Kelchner, L. N. 35(4), 308–319.

Treating voice disorders in the school-based setting: Working within the framework of IDEA. Ruddy, B. H., & Sapienza, C. M. 35(4), 327–332.

Perception of Speech

Computer-supported phonological awareness intervention for kindergarten children with specific language impairment. Segers, E., & Verhoeven, L. 35(3), 229–239.

Phonological Development

A prospective longitudinal study of phonological development in late talkers. Williams, A. L., & Elbert, M. 34(2), 138–153.

SPEECH AND VOICE DISORDERS

Articulation and Resonance Disorders

School-age follow-up of children with childhood apraxia of speech. Lewis, B. A., Freebairn, L. A., Hansen, A. J., Iyengar, S. K., & Taylor, H. G. 35(2), 122–140.

Spontaneous and imitated productions in Spanish-speaking children with phonological disorders. Goldstein, B., Fabiano, L., & Iglesias, A. 35(1), 5–15.

Velopharyngeal dysfunction: Speech characteristics, variable etiologies, evaluation techniques, and differential treatments. Dworkin, J. P., Marunick, M. T., & Krouse, J. H. 35(4), 333–352.

Physiologically Based Speech Disorders

Velopharyngeal dysfunction: Speech characteristics, variable etiologies, evaluation techniques, and differential treatments. Dworkin, J. P., Marunick, M. T., & Krouse, J. H. 35(4), 333–352.

Stuttering and Other Fluency Disturbances

Caregiver-child interactions and their impact on children's fluency: Implications for treatment. Ratner, N. B. 35(1), 46–56.

Epilogue: What child language research may contribute to the understanding and treatment of stuttering. Weiss, A. L. 35(1), 90–92.

Language abilities in children who stutter: Toward improved research and clinical applications. Watkins, R. V., & Johnson, B. W. 35(1), 82–89.

Lexical development and retrieval in treating children who stutter. Hall, N. E. 35(1), 57–69.

Prologue: What child language research may contribute to the understanding and treatment of stuttering. Weiss, A. L. 35(1), 30–33.

Therapy talk: Analyzing therapeutic discourse. Leahy, M. M. 35(1), 70–81.

Why we should consider pragmatics when planning treatment for children who stutter. Weiss, A. L. 35(1), 34–45.

Voice and Other Laryngeal Disorders

Assessing and managing medically fragile children: Tracheostomy and ventilatory support. Woodnorth, G. H. 35(4), 363–372.

Epilogue: Childhood voice disorders: A glance back and charge ahead. Bahr, R. H. 35(4), 373–374.

Laryngeal structure and function in the pediatric larynx: Clinical applications. Sapienza, C. M., Ruddy, B. H., & Baker, S. 35(4), 299–307.

Paradoxical vocal fold motion in children and adolescents. Sandage, M. J., & Zelazny, S. K. 35(4), 353–362.

Prologue: Childhood voice disorders: Tell me something I don't know. Von Berg, S., & McFarlane, S. C. 35(4), 297–298.

Quick Screen for Voice and supplementary documents for identifying pediatric voice disorders. Lee, L., Stemple, J. C., Glaze, L., & Kelchner, L. N. 35(4), 308–319.

Treating voice disorders in the school-based setting: Working within the framework of IDEA. Ruddy, B. H., & Sapienza, C. M. 35(4), 327–332.

Treatment of voice disorders in children. Hooper, C. R. 35(4), 320–326.

ASSESSMENT AND INTERVENTION

Screening

Quick Screen for Voice and supplementary documents for identifying pediatric voice disorders. Lee, L., Stemple, J. C., Glaze, L., & Kelchner, L. N. 35(4), 308–319.

Assessment

Assessing and managing medically fragile children: Tracheostomy and ventilatory support. Woodnorth, G. H. 35(4), 363–372.

Quick Screen for Voice and supplementary documents for identifying pediatric voice disorders. Lee, L., Stemple, J. C., Glaze, L., & Kelchner, L. N. 35(4), 308–319.

Spontaneous and imitated productions in Spanish-speaking children with phonological disorders. Goldstein, B., Fabiano, L., & Iglesias, A. 35(1), 5–15.

Velopharyngeal dysfunction: Speech characteristics, variable etiologies, evaluation techniques, and differential treatments. Dworkin, J. P., Marunick, M. T., & Krouse, J. H. 35(4), 333–352.

Acoustic Measures of Speech and Voice

Digital data collection and analysis: Application for clinical practice. Ingram, K., Bunta, F., & Ingram, D. 35(2), 112–121.

Intervention

Assessing and managing medically fragile children: Tracheostomy and ventilatory support. Woodnorth, G. H. 35(4), 363–372.

Treating voice disorders in the school-based setting: Working within the framework of IDEA. Ruddy, B. H., & Sapienza, C. M. 35(4), 327–332.

Velopharyngeal dysfunction: Speech characteristics, variable etiologies, evaluation techniques, and differential treatments. Dworkin, J. P., Marunick, M. T., & Krouse, J. H. 35(4), 333–352.

Why we should consider pragmatics when planning treatment for children who stutter. Weiss, A. L. 35(1), 34–45.

Instrumentation for Diagnostics, Treatment, and Research

Digital data collection and analysis: Application for clinical practice. Ingram, K., Bunta, F., & Ingram, D. 35(2), 112–121.

CULTURAL AND LINGUISTIC DIVERSITY

Diversity

Spontaneous and imitated productions in Spanish-speaking children with phonological disorders. Goldstein, B., Fabiano, L., & Iglesias, A. 35(1), 5–15.

PROFESSIONAL AND GENERAL SCIENTIFIC ISSUES

PROFESSIONAL AFFAIRS

Governmental and Professional Regulations

Treating voice disorders in the school-based setting: Working within the framework of IDEA. Ruddy, B. H., & Sapienza, C. M. 35(4), 327–332.

Service Provision Models and Problems

The effects of verbal support strategies on small-group peer interactions. Girolametto, L., Weitzman, E., & Greenberg, J. 35(3), 254–268.

Treating voice disorders in the school-based setting: Working within the framework of IDEA. Ruddy, B. H., & Sapienza, C. M. 35(4), 327–332.

Research Issues and Methodology

Digital data collection and analysis: Application for clinical practice. Ingram, K., Bunta, F., & Ingram, D. 35(2), 112–121.

PROFESSIONAL TRAINING

Education and Continuing Education

Speech-language pathologists' opinions on communication disorders and violence. Sanger, D., Moore-Brown, B. J., Montgomery, J., & Hellerich, S. 35(1), 16–29.

Counseling

Caregiver-child interactions and their impact on children's fluency: Implications for treatment. Ratner, N. B. 35(1), 46–56.

HISTORICAL PERSPECTIVES

Clinical Interaction

Therapy talk: Analyzing therapeutic discourse. Leahy, M. M. 35(1), 70–81.

Labeling/Terminology

A meme's eye view of speech-language pathology, Kamhi, A. G. 35(2), 105–111.

TITLE INDEX

African American and Caucasian preschoolers' use of decontextualized language: Literate language features in oral narratives. Curenton, S. M., & Justice, L. M. 35(3), 240–253.

Assessing and managing medically fragile children: Tracheostomy and ventilatory support. Woodnorth, G. H. 35(4), 363–372.

Caregiver-child interactions and their impact on children's fluency: Implications for treatment. Ratner, N. B. 35(1), 46–56.

Computer-supported phonological awareness intervention for kindergarten children with specific language impairment. Segers, E., & Verhoeven, L. 35(3), 229–239.

Description of a program for social language intervention: "If you can have a conversation, you can have a relationship." Brinton, B., Robinson, L. A., & Fujiki, M. 35(3), 283–290.

Digital data collection and analysis: Application for clinical practice. Ingram, K., Bunta, F., & Ingram, D. 35(2), 112–121.

The effects of verbal support strategies on small-group peer interactions. Girolametto, L., Weitzman, E., & Greenberg, J. 35(3), 254–268.

Embedded-explicit emergent literacy intervention I: Background and description of approach. Justice, L. M., & Kaderavek, J. N. 35(3), 201–211.

Embedded-explicit emergent literacy intervention II: Goal selection and implementation in the early childhood classroom. Justice, L. M., & Kaderavek, J. N. 35(3), 212–228.

Epilogue: Childhood voice disorders: A glance back and charge ahead. Bahr, R. H. 35(4), 373–374.

Epilogue: What child language research may contribute to the understanding and treatment of stuttering. Weiss, A. L. 35(1), 90–92.

Language abilities in children who stutter: Toward improved research and clinical applications. Watkins, R. V., & Johnson, B. W. 35(1), 82–89.

Laryngeal structure and function in the pediatric larynx: Clinical applications. Sapienza, C. M., Ruddy, B. H., & Baker, S. 35(4), 299–307.

Lexical development and retrieval in treating children who stutter. Hall, N. E. 35(1), 57–69.

A meme's eye view of speech-language pathology, Kamhi, A. G. 35(2), 105–111.

Narrative discourse in bilingual children: Language and task effects. Fiestas, C. E., & Peña, E. D. 35(2), 155–168.

Paradoxical vocal fold motion in children and adolescents. Sandage, M. J., & Zelazny, S. K. 35(4), 353–362.

Performance of elementary-grade African American students on the Gray Oral Reading Tests. Craig, H. K., Thompson, C. A., Washington, J. A., & Potter, S. L. 35(2), 141–154.

Print referencing: An emergent literacy enhancement strategy and its clinical applications. Justice, L. M., & Ezell, H. K. 35(2), 185–193.

Prologue: Childhood voice disorders: Tell me something I don't know. Von Berg, S., & McFarlane, S. C. 35(4), 297–298.

Prologue: What child language research may contribute to the understanding and treatment of stuttering. Weiss, A. L. 35(1), 30–33.

Quick Screen for Voice and supplementary documents for identifying pediatric voice disorders. Lee, L., Stemple, J. C., Glaze, L., & Kelchner, L. N. 35(4), 308–319.

School-age follow-up of children with childhood apraxia of speech. Lewis, B. A., Freebairn, L. A., Hansen, A. J., Iyengar, S. K., & Taylor, H. G. 35(2), 122–140.

Speech-language pathologists' opinions on communication disorders and violence. Sanger, D., Moore-Brown, B. J., Montgomery, J., & Hellerich, S. 35(1), 16–29.

Speech perception benefits of FM and infrared devices to children with hearing aids in a typical classroom. Anderson, K. L., & Goldstein, H. 35(2), 169–184.

Spontaneous and imitated productions in Spanish-speaking children with phonological disorders. Goldstein, B., Fabiano, L., & Iglesias, A. 35(1), 5–15.

Therapy talk: Analyzing therapeutic discourse. Leahy, M. M. 35(1), 70–81.

Treating voice disorders in the school-based setting: Working within the framework of IDEA. Ruddy, B. H., & Sapienza, C. M. 35(4), 327–332.

Treatment of voice disorders in children. Hooper, C. R. 35(4), 320–326.

Variable production of African American English across oracy and literacy contexts. Thompson, C. A., Craig, H. K., & Washington, J. A. 35(3), 269–282.

Velopharyngeal dysfunction: Speech characteristics, variable etiologies, evaluation techniques, and differential treatments. Dworkin, J. P., Marunick, M. T., & Krouse, J. H. 35(4), 333–352.

Why we should consider pragmatics when planning treatment for children who stutter. Weiss, A. L. 35(1), 34–45.